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AUTHOR Soe, Kyaw

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ABSTRACT

This document presents an evaluation of an educational conference in the Pacific region. Data were obtained from an overall conference evaluation form, an individual workshop participation questionnaire, a workshop presenter questionnaire, workshop program information, and anecdotal information and feedback. Findings indicate that the conference was rated good to excellent by 92 percent of those who responded to the end-of-conference evaluation. Ninety-two percent also rated the impact of the conference's content on improving Pacific children's education as a 4 or 5 on a 5-point ordinal scale. Recommendations for improvement centered around the areas of scheduling, presenter preparations, and communications. Information is also presented on presenter characteristics; workshop characteristics, attendance, and ratings; and conference ratings. Eleven tables and three figures are included. The appendices contain the conference-evaluation form and participant and workshop questionnaires. (LMI)

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ED 363 000

Conference Evaluation

Submitted by

Kyaw Soe, Ph.D.
Evaluation Specialist

PACIFIC REGION EDUCATIONAL LABORATORY
828 Fort Street Mall ◆ Suite 500
Honolulu, Hawaii 96813

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EXECUTIVE SUMMARY

The Pacific Region Educational Laboratory's (PREL) 10th Annual Pacific Educational Conference, held August 2 through 4, 1993 in Weno, in collaboration with the State of Chuuk, Federated States of Micronesia, was the largest and most highly-attended conference yet with more than 1,210 participants and 103 workshops over the course of three days.

Ninety-eight percent (98%) of all participants were from PREL's designated Pacific region. Of the 103 workshops, 64% dealt with topics related to school curriculum, instruction, and assessment. Sixteen percent (16%) related to at-risk youth, special programs, and early childhood; 13% to governance, management, and planning; 5% to community and partnerships; and the remainder (3%) were vocational education and business-related topics. Workshop ratings were mostly good to excellent.

The conference overall was also rated good to excellent by 92% of those who responded to the end-of-conference evaluation. When participants were asked to rate the impact the content of this conference will have on the betterment of Pacific children's education, 92% of the respondents rated it 4 or 5 on a 5-point ordinal scale.

Commendations were many, including:

- broad range of topics providing a variety of skills training and enrichment experiences
- forum in which to exchange knowledge of successes and failures to facilitate better informed decisions for the future
- opportunity for many service providers to meet and network
- opportunity for collaboration among entities by sponsorship and co-presentations

Recommendations centered on three areas--scheduling, presenter preparations, and communications.

- Timing and scheduling should be adjusted to spread out workshops of the same content area or on similar topics.
- Workshop presenters should be advised to prepare their content and presentations so that no presentations are rushed or unfinished. DOEs and other organizations sponsoring workshops may want to prescreen all potential workshops. There should be a way to encourage this practice.
- There should be way to inform interested participants of cancellations or rescheduled workshops. An information desk might be set up so that participants have access to whatever information they want regarding the conference schedule, activities, local information, and so forth. A resource center with available literature and guides would also be a plus.

The conference evaluation report consists of four major sections: introduction, evaluation design and procedures, findings, and commendations and recommendations. The findings present information on presenter characteristics; workshop characteristics, attendance, and ratings; and conference ratings, with suggested improvements, impact, and participants' comments.

Overall, responses to the workshop participant questionnaire, presenter questionnaire, and conference evaluation form indicate that the 10th Annual Pacific Educational Conference was a very positive experience for participants and that its impact on Pacific education was high. Many of the suggestions for improvements can be incorporated into next year's conference planning to continue to provide opportunities for collaboration, learning, networking, and sharing among Pacific educators.

ACKNOWLEDGEMENTS

The 10th Annual Pacific Educational Conference was made possible through the efforts of many individuals and entities throughout the Pacific region. As the host entity, Chuuk State, especially the Department of Education, accepted a tremendous responsibility and put forth a great effort to achieve a successful conference. In appreciation for their immeasurable hospitality and support, the Pacific Region Educational Laboratory (PREL) gratefully and respectfully acknowledges the following:

The Honorable Sasao H. Gouland, Governor of Chuuk State
The Honorable Marcellino Umwech, Lt. Governor
The Honorable Kersom Enlet, Senate Vice President, Chuuk State Legislature
The Honorable Akiki Irons, Vice Speaker, Chuuk State Legislature
Mr. Domingko Asor, Chairman, Chuuk State Board of Education
Mr. Kangichy Welle, Director of Education
Mr. Rioichy Johnny, Chairman, PREL Conference Steering Committee
Mr. Ira E. Akapito, Special Advisor, PREL Conference Steering Committee

The hard-working organizers and workers from the Department of Education and other departments of the Chuuk State government

Numerous government agencies and companies that sponsored events and transportation and provided generous donations

All the workshop presenters and participants, who make the effort rewarding

INTRODUCTION

The Pacific Region Educational Laboratory's (PREL) 10th Annual Pacific Educational Conference, "The Pacific Child: Our Most Precious Resource," was held in Weno, Chuuk State, FSM, from August 2 through 4, 1993. More than 1,210 people participated in the three day conference packed full with welcoming speeches and remarks, general sessions, workshops, and cultural and entertainment events.

Representing U.S. Secretary of Education Richard Riley was Dr. Wilmer Cody, Special Assistant to the U.S. Secretary of Education. Keynote and guest speakers, including the Honorable Resio S. Moses, Secretary of the Department of External Affairs, FSM Government; Dr. Michael F. Caldwell, Professor Emeritus, University of Guam; and Dr. John W. Kofel, Executive Director, PREL, along with officials from Chuuk, took part in the general sessions and observed part of the conference. The Honorable Sasao H. Gouland, Governor of Chuuk State, along with Mr. Kangichy Welle, Director of Education, welcomed the participants and guests during the opening session. The Honorable Marcellino Umwech, Lt. Governor; the Honorable Karsom Enlet, Senate Vice President; and the Honorable Akiki Irons, Vice Speaker, Chuuk State Legislature, attended the general sessions. The Honorable Karsom Enlet, Senate Vice President, also shared remarks during the state-hosted dinner reception. The Chairman of the Chuuk State Board of Education, Mr. Domingko Asor, who along with members of the Board took an active role in the conference, addressed the conference on the second day. Among those who addressed the closing session were the Honorable Dohsis Halbert, Vice Speaker of the Congress of the FSM; the Honorable Marcellino Umwech, Lt. Governor; and the Honorable Akiki Irons, Vice Speaker. For a synopsis of conference events, see "Chuukese style all the way" in Pacific Education Updates (Vol. 5, No. 3, June-August 1993).

From its inception in 1984, PREL's Annual Pacific Educational Conference has grown in many dimensions. The number of participants has grown so rapidly that the capacity of the host entity to provide accommodations for all of the potential participants is certainly challenged. Innovation and flexibility have become a necessity.

According to registration records from the 1993 conference, 98.43% of all participants were from PREL's Pacific region. Another 0.17% were from other Pacific nations and the remainder (1.40%) came from the U.S. mainland (see Figure 1 and Table 2).

As would be expected, the largest single group was the representatives from the host entity--Chuuk State, FSM (71.90%). Palau (7.02%) and CNMI (6.78%) delegations were second and third in numbers of participants.

Similarly, at the 9th Annual Pacific Educational Conference held in Pago Pago, American Samoa, the largest single group of participants was from American Samoa (425) followed by Palau (66) and then CNMI (59).

Table 1
Conference History

Year	Location	Participants	Workshops
1984	Guam	125	12
1985	CNMI	450	28
1986	American Samoa	500	50
1987	Pohnpei	550	60
1988	Guam	562	65
1989	Palau	633	70
1990	Hawaii	600	94
1991	RMI	500	109
1992	American Samoa	800	136
1993	Chuuk	1,213	103

CNMI=Commonwealth of the Northern Mariana Islands
RMI=Republic of the Marshall Islands

Figure 1

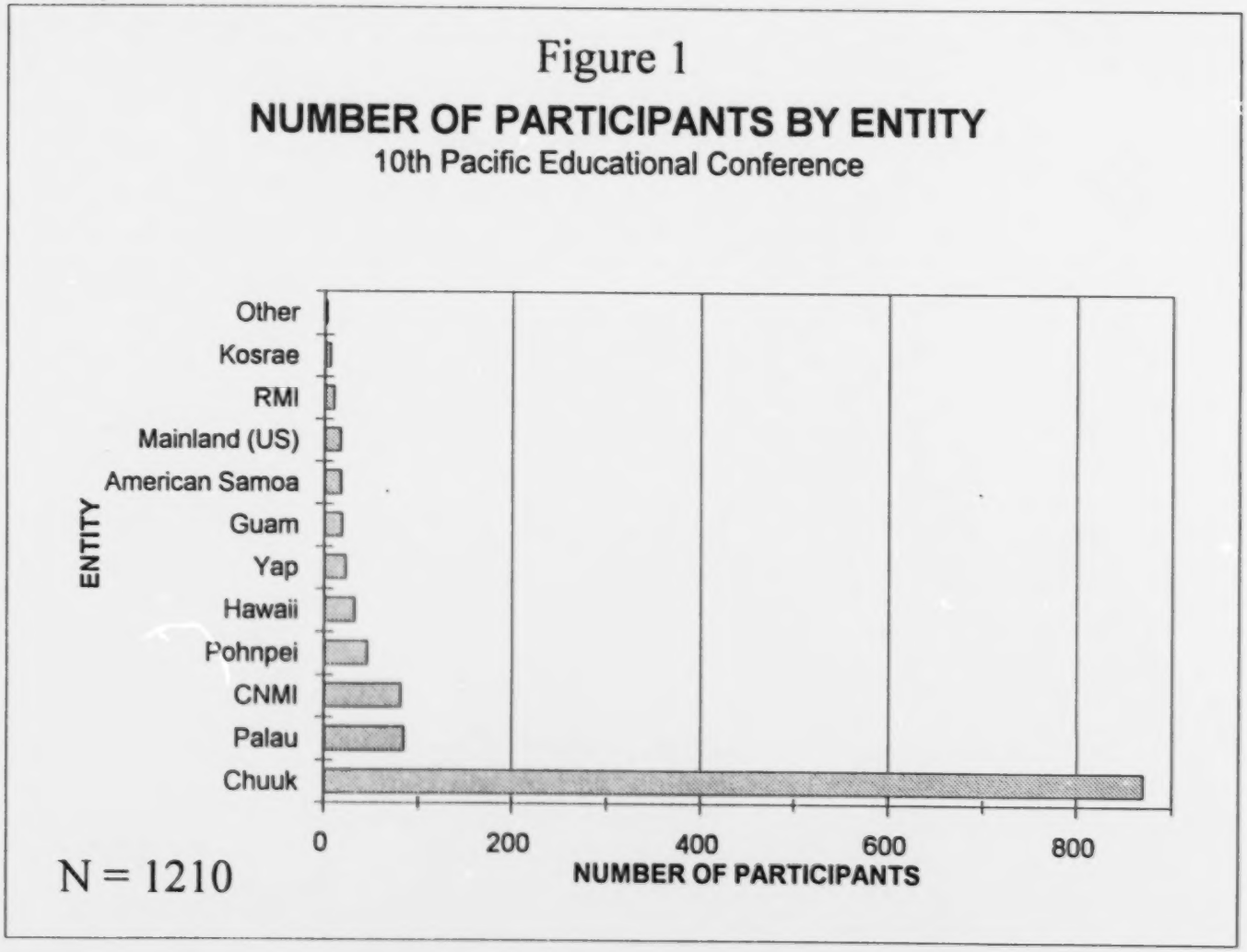

NUMBER OF PARTICIPANTS BY ENTITY
10th Pacific Educational Conference
Other
Kosrae
RMI
Mainland (US)
American Samoa
Guam
Yap
Hawaii
Pohnpei
CNMI
Palau
Chuuk
ENTITY
0
200
400
600
800
NUMBER OF PARTICIPANTS
N = 1210

Table 2
Number of Participants from Each Entity

ENTITY	Participants
American Samoa	18
Chuuk	870
CNMI	82
Guam	19
Hawaii	32
Kosrae	6
Marshalls	10
Palau	85
Pohnpei	46
Yap	23
Mainland (US)	17
Other	2
TOTAL	1210

CONFERENCE EVALUATION DESIGN AND PROCEDURES

Data Sources

Data for the conference evaluation were collected from five primary sources:

1. Overall conference evaluation form

The overall conference evaluation form was administered during the final workshop sessions and the closing session of the conference. The first two items on the questionnaire were for limited demographic information related to entity and occupational role of the conference participants. Then participants were asked to rate the conference on a 5-point ordinal scale by answering the following eight questions.

How appropriate was this conference for the betterment of the Pacific children's education?
How appropriate was this conference to your work?
How do you feel about the organization of this conference?
How do you feel about the workshop sessions in this conference?
How likely are you to recommend the ideas from this conference to others?
What impact will this conference have on the betterment of Pacific children's education?
Did this conference meet your expectations?
How do you feel about the overall quality of this conference?

One open-ended question was included, asking what would make this conference better, to get suggestions for improvements for the next year. The last item on this questionnaire allowed an open response for any additional comments the conference participants might want to make (see Appendix A).

2. Individual workshop participant questionnaire

Participants in each workshop were asked to complete a workshop evaluation form, rating the workshop on a 5-point ordinal scale. The areas rated were need for the workshop, the adequacy and usefulness of the content, and the possible outcomes of the workshop. These three areas were covered by the following eight rating items.

How appropriate was the content of this workshop for the betterment of the Pacific children's education?
How appropriate was the content of this workshop to your work?
How adequate was the content coverage in this workshop?
How useful are the ideas and content of this workshop in your work?
How likely are you to recommend the ideas from this workshop to others?
What impact will this workshop have on the betterment of Pacific children's education?
Did this workshop meet your expectations?

How do you feel about the overall quality of this workshop?

One open-ended question was included, asking for what would make this workshop better, to get suggestions for improvement. The last item on this questionnaire allowed an open response for any additional comments the workshop participants might want to make (see Appendix B).

3. Workshop presenter questionnaire

In order to facilitate the analysis of the nature of the workshops and their presenters, each workshop presenter at the 10th Annual Pacific Educational Conference was asked to provide information on the content area of the workshop, target audience of the workshop, number of participants, and whether requested equipment was provided. Information about the presenters' history of past conference presentations, sponsorship, and workshop prescreening was also requested. Again, workshop presenters were asked to rate on a 5-point scale their presentations, settings, and overall quality of each workshop they presented. The last two items on the questionnaire were open-ended items for the improvement of the individual workshops and any other suggestions (see Appendix C).

4. Workshop program information

Workshop titles and abstracts as they appeared in the conference program provide information on workshop content and some presenter information as well.

5. Anecdotal information and feedback

Throughout the many conference activities, participants and presenters met, networked, and traded stories, experiences, and impressions. Videotapes were used to record some of the activities. Some of these data were captured as well. Another valuable source of information was the "Final Report on PREL Conference" prepared by the conference organizers in Chuuk.

On-Site Organization

A subcommittee under the conference steering committee from the State of Chuuk along with the communication specialist from PREL distributed the appropriate workshop evaluation envelopes to each workshop presenter. Presenters took about five minutes at the end of their workshops to distribute the forms to be filled up and submitted.

Data Entry and Analysis

All completed evaluation forms were entered into three flat files, one for each questionnaire, in ASCII format which could easily be converted into spreadsheets, or database files, or used as direct data input for a statistical program to analyze. A computer program written by the evaluation specialist from PREL was used to analyze each individual workshop. A

statistical software package was also used for frequencies and cross-tabulations with the data from the three questionnaires.

A summary of individual workshop feedback (including a grand mean rating) was compiled and sent along with the original forms to each presenter for their use. In the case of multiple presenters, the presenter serving as contact person received the feedback.

FINDINGS

Workshop Presenter Characteristics

One hundred and seventy-four* individuals presented 103 workshops at the 10th Annual Pacific Educational Conference. Table 3 shows the number of workshop presenters by entity, and Table 4 shows the presenters by role group.

Table 3
Number of Workshop Presenters by Entity

ENTITY	Number of Presenters*	% of All Presenters
American Samoa	9	5%
Chuuk	29	17%
CNMI	16	9%
Guam	28	16%
Hawaii	38	22%
Kosrae	-	-
Marshall Islands	-	-
Palau	24	14%
Pohnpei	13	7%
Yap	1	0.6%
Mainland (US)	15	9%
Other	1	0.6%
TOTAL	174*	100.2%**

* (i) Some workshops were presented by two or more presenters. (ii) A person who presented more than one workshop is counted as more than one person. Thus a person who presented two workshops was counted as two presenters.
** Total exceeds 100% due to rounding.

Table 4
Number of Workshop Presenters by Role Group

ROLE GROUP	Number of Presenters*	% of All Presenters
Teacher	46	26%
Higher Education	20	11%
Specialist	17	10%
Administrator	12	7%
Principal/Assistant Principal	6	3%
Other***	73	42%
TOTAL	174*	99%**

* (i) Some workshops were presented by two or more presenters. (ii) A person who presented more than one workshop is counted as more than one person. Thus a person who presented two workshops was counted as two presenters.
** Total is less than 100% due to rounding.
*** These include PREL staff and personnel from private organizations, publishing companies, and various programs.

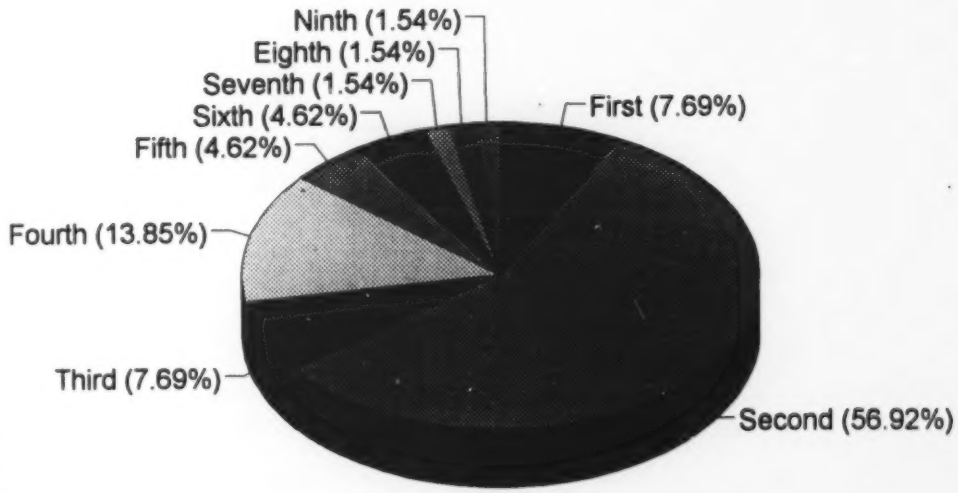
Sixty-five workshop presenters representing 63% of the workshops responded to the presenter questionnaire. Of those responding, 61% indicated they had presented a workshop at a previous Pacific Educational Conference. More than one-fourth (31%) of them had presented at three or more annual PREL conferences. One presenter reported presenting at eight PREL conferences before! The rest (8%) were first-time presenters (see Figure 2).

Various departments of education sponsored the participation of 25% of the presenters. About one-seventh of the presenters (15%) came to the conference at their own expense. The remaining 54% who responded indicated sponsorship by organizations or federal programs or grants. Four presenters (6%) did not answer the question. The majority of the presenters (80%) were provided with the equipment they had requested. One-fourth (25%) of the 65 presenters responding to the questionnaire were prescreened prior to the conference.

Figure 2

PROFILE OF WORKSHOP PRESENTERS

Number of PREL Conferences Presented



N = 65

Workshop Evaluation

Workshop Characteristics

From workshop title and abstract information, all conference workshops were grouped according to broad priority need areas as specified by the PREL Board of Directors at the outset of the current Office of Educational Research and Improvement (OERI) contract. These need areas guide PREL's efforts to provide laboratory services in the Pacific region.

Workshop topics were distributed in topical areas, consistent with the priority need areas defined by the PREL Board of Directors. Of the 103 workshops, 58% dealt with topics related to school curriculum, instruction, and assessment. Sixteen percent (17%) related to at-risk youth, special programs, and early childhood; 14% to governance, management, and planning; 6% to community and partnerships; and the remainder (5%) were vocational education and business-related topics (see Figure 3).

It is interesting to look at the distribution of workshop topics that comprise the need area "Curriculum and Instruction." Language arts had the most number of workshops (15% of all workshops) followed by science (14%), mathematics (13%), and assessment (6%).

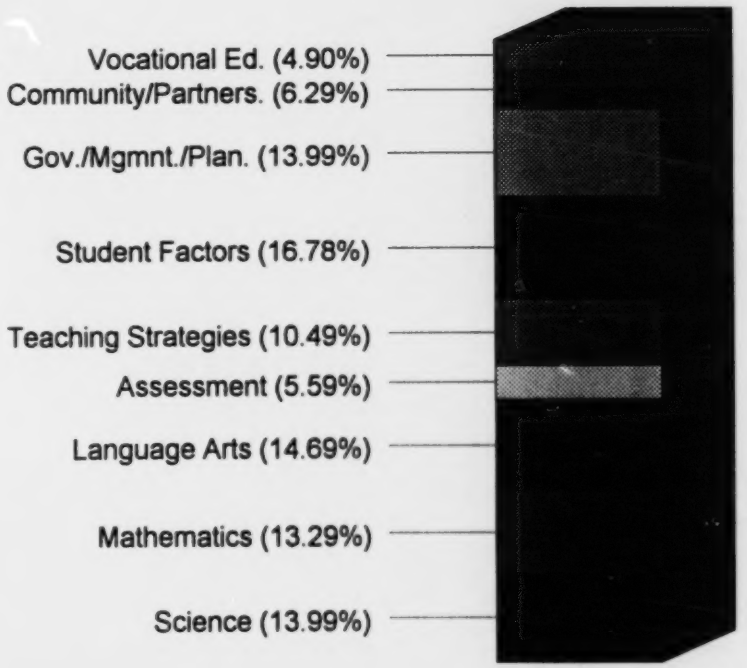
Combined Workshop Ratings

Across all workshops, ratings on all evaluation forms (1,682) were examined. Table 5 shows the distribution of ratings (in percents) across all categories or aspects considered in the evaluation. Participants rated all aspects of the workshops--appropriateness, adequacy, usefulness, impact, etc.--on a 5-point ordinal scale.

Figure 3

WORKSHOPS BY CONTENT

10th Pacific Educational Conference



N = 103

Table 5
Distribution of Workshop Ratings by Aspect
(in percents)

ASPECT	5	4	3	2	1
Appropriateness to the region (Very appropriate - Not)	75	20	4	neg	neg
Appropriateness to work (Very appropriate - Not)	69	22	7	1	neg
Adequacy of the content (Very adequate - Not)	64	26	8	2	neg
Usefulness of the content (Very useful - Not)	72	21	6	neg	neg
Likeliness to recommend to others (Very likely - Not)	73	20	6	1	neg
Impact on the region (High impact - No impact)	70	22	6	neg	neg
Meet your expectations? (Very much - No)	68	21	9	2	neg

N = 1628 Missing Data 1-2%
neg = negligible (less than 1%)

Four of the seven aspects were rated as excellent, or the equivalent, by 70% to 75% of participants. Adequacy of the workshop content showed the least percentage (64%) of highest ratings. Combining across categories, 89% to 95% of participants rated all workshop aspects as good to excellent (4 and 5). The same pattern of responses is maintained in the overall ratings as well as for the individual aspects of the workshops. Ninety-two percent (92%) of participants rated the workshops overall as good to excellent.

Table 6
Overall Workshop Ratings
(in percents)

ASPECT	5	4	3	2	1
Overall quality of this workshop (Excellent - Poor)	71	22	6	neg	neg

N = 1682
neg = negligible (less than 1%)

Missing Data 2-3%

Workshop Attendance

Workshop attendance was analyzed here based on two different data sets. One data set came from presenter questionnaires. The other data set was from the workshop participant questionnaires. Two points need to be mentioned here. One, not all the workshop participants turned in or got a chance to fill out the evaluation form which resulted in under-representation of the attendance. Second, only 65 presenters representing 63% of the workshops responded to the presenter questionnaire. Thus nothing could be known about the attendance of other 37% of the workshops if this data set alone was analyzed. Therefore, findings from both data sets are presented in the following paragraphs.

According to the data from presenter questionnaires, workshop attendance ranged from 7 to 61 persons in each presentation. The six most highly-attended workshops, with attendance of 60 or more, were "Creating Effective Learning Environments" presented by Jean Hewitt-Robertson, "Classroom Organization Management Program (COMP)" presented by Gedell Carnegie, "Creating Your Presence in the Classroom: The Art of Success in Teaching" presented by Lyla Berg, "Positive Classroom Discipline" presented by Irvin King, "The Girl Child: An Investment in the Future" presented by Betty Benson, and "Reading Comprehension Activities to Increase Learning Across the Curriculum" presented by Carol Burgess.

Based on the return of workshop participant questionnaires, workshop attendance ranged from 5 to 60. The two workshops with the greatest number of evaluations were "Networking: Health Educators" presented by Harvey Lee and "Planning Programs for Early Childhood" presented by Alice Kawakami. Table 7 and Table 8 present the attendance of workshops according to two data sets.

Table 7
Workshop Attendance According to Presenter Questionnaire Data

ATTENDANCE	Number of Workshops
10 or less	11
11 to 20	17
21 to 30	18
31 or more	19

Total Number of Workshops Evaluated = 65

Table 8
Workshop Attendance According to Participants Questionnaire Data

ATTENDANCE	Number of Workshops
10 or less	11
11 to 20	54
21 to 30	20
31 or more	6

Total Number of Workshops Evaluated = 91

The great diversity and large numbers of workshops within each session tended to make choices very difficult. It also resulted in reducing potential attendance in any one workshop simply because there were so many workshops conducted simultaneously.

At the 10th annual conference, workshops were divided into six sessions over the period of two and half days as follows:

First Day	Session 1	(10:00 a.m. - 11:30 a.m.)
	Session 2	(1:00 p.m. - 2:30 p.m.)
	Session 3	(2:35 p.m. - 4:05 p.m.)
Second Day	Session 4	(10:00 a.m. - 11:30 a.m.)
	Session 5	(1:00 p.m. - 4:00 p.m.)
Third Day	Session 6	(9:00 a.m. - 12:00 p.m.)

Workshop attendance by session for each entity, according to the workshop participant questionnaire data, is presented in Table 9.

Table 9
Attendance Per Workshop Session* by Entity

ENTITY	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
American Samoa	7	4	5	6	4	3
Chuuk	320	143	136	178	121	126
CNMI	34	16	27	23	21	17
Guam	11	8	4	15	7	3
Hawaii	12	2	3	7	4	3
Kosrae	3	5	3	6	1	3
Marshall Islands	8	2	3	6	6	4
Palau	31	14	22	17	22	15
Pohnpei	16	17	13	19	12	11
Yap	14	7	6	8	11	5
Mainland (U.S.)	5	-	2	6	-	2
Other	-	-	2	-	2	-
TOTAL	461	218	226	291	211	192

* (i) Not all participants had the opportunity to fill out or turn in the participant questionnaire. (ii) Number of Workshops = 91. (iii) Obviously, workshop presenters for each session were not counted as participants.

Individual Workshops

For each workshop, the number of participants from each entity and role group, the ratings for the eight aspects, and the average overall rating for each workshop were analyzed.

General comments for individual workshops

The participant questionnaire included space for "additional comments." The following is a sample of the comments made by the participants. (The number preceding each comment is the number assigned to the workshop in the conference agenda.)

1 Very informative - area I had little knowledge in.
2 Lively presentation. Good rapport between A. Higashi and participants.
5 Thanks for your energy. You teach very good models.
6 Please put Japanese language in the curriculum
7 Wish the Education Department would send me to your place to continue my learning in this field in your home place.
8 I wish the Education Department would put on the workshop in the future at a time all the educators could take part and teach the community.
9 This workshop was very helpful. It gave me answers to my problems. It also prepared me for what I have to face.
10 I enjoyed reading the writings of the children. The presenters were very well prepared.
11 The instructor was very dynamic.
14 If you haven't done this workshop in CNMI, I welcome you to do so. Please!
15 Would like to know more about visiting the Unifix factory in England.
17 Thanks, I really did enjoy the new ideas and will share them in teacher training workshops.
17 I thought the multiplication and division problems were a blast--I never expected to be able to go so far with such a simple idea! I plan to steal this idea and show it to everyone on Guam.
19 More workshops should be available to Chuukese principals. They do need this kind of workshop very much.
20 Great usable materials. Kind of a shotgun approach to the workshop, but very useful materials. Worth the trip.
21 Conduct workshops for parents and the community.
22 I would like this workshop to extend. It is very important for us teachers to learn more of your good techniques. We want to learn more how to help those slow learners.
24 Good presentation. Should also be done as part of orientation at beginning of school year, so students won't shy away from computer labs.
33 I hope there will be another continuation for this because it's very important.
36 She brought so many different kinds of books and we learned how to use them in comparison, language development, cultural comparison, etc.
44 Thanks for the materials. Hands on...good stuff for the kids.
51 A new evolution of education that should be considered by the public schools in facilitating new approaches in educating our children. An eye-opener!!!
52 Very well organized, interesting, and relevant to my teaching situation.
53 An open forum is good in that the participants were able to contribute and bring out ideas and suggestions.

58 Harvey Lee has all the talents for doing this workshop and the way he demonstrated the workshop is very amazing.

59 This group of presenters is good and I hope they continue on with their talents.

64 Working with the manipulatives visualized the concepts. Workshop very informative and fun. We adults found it fun and so should the children.

65 I like how they present how to teach our kids from our local school.

68 I want additional training to be sponsored by the University of Hawaii and have the teachers from the FSM get to participate in this program. It is worthwhile for all the Pacific children because this is their area in the vast Pacific Ocean.

70 I hope the basic idea of the workshop gets implemented.

77 It was excellent. Very good presenters with good style. Good workshop to build students' self-esteem and national pride, although they won't all become navigators.

78 Good presenter, well organized with the samples of local foods and imported foods for comparison. Very relevant topic for the betterment of children.

79 I'm thankful to come and join this workshop in which I learned things that I have never heard of. Thanks to the instructor.

81 A lot of interaction among us students, it was great!

82 Her teaching materials are suitable for our children in Chuuk.

82 Good for ESL students. Gave me a very simple idea on how to make a mini-book at no cost.

82 Good job! I gained some useful information. Really liked the little books which students are able to make.

82 Thank you. I am very impressed with your presentation. I'll use these techniques in my class this year.

84 Improved my weaknesses in teaching areas of math.

86 The presenter is a good knowledgeable person. His demonstration is very important, helpful. He touched on what the weaknesses we the teachers should understand, and helped us realize what we should do to decrease the problems in teaching science and math.

88 I was glad that you made clear the position of PREL as not a funding source. Some people think PREL is a funding source that you can get money from.

89 I enjoyed the hands-on experience.

90 This workshop should aid a great deal in the development of environmental science curriculum and hopefully a local resource library.

91 I would like this program to be presented in summer school for the children to benefit.

93 The videotape was very interesting and informative. Team presenters did an excellent job.

101 Please have more workshops on this so we can be able to approach the kids that are having problems.

101 I like this workshop because it really helped me with many new ideas on how to deal with the problem child.

103 I hope many people attend this workshop, especially the special ed. people so they will know more about gifted and talented students. Then they can approach our senators to appropriate some money for these particular students. They belong to the special ed.

dept. to be helped. They need help. They need special services.

104 I recommend that this workshop should be used in all elementary schools throughout the Pacific region so all the kids will be will informed about drugs.

105 The workshop on good nutrition is very important for us and also for the generations of the Pacific, especially Chuukese.

107 I have a lot of concern about how to go about teaching English in elementary school.

111 Great, useful, cost-effective workshop.

111 Now, I know how to build one [aquarium]. Something I always was curious about.

115 The "walking through" process that the presenter did with the group made a lot of sense.

115 It is good for teachers to see the different methods of student assessment and how to utilize these methods in the classroom.

118 This is a good tool to use before school starts because through this testing, you can have information on each child's ability of what he or she can do and then you work from there. It shows you each child's weaknesses in different areas. (Learning and motor skills)

119 He is a good presenter that makes the audience alive by presenting games related to the topic discussed.

120 I would recommend this workshop to be held in every country in the Federated States of Micronesia. It is good for the youngsters to know about AIDS and how to protect themselves from getting it. For the well-being of our new generation, we need this kind of workshop.

123 This is an excellent workshop. I can start my tutoring program when I get back to my school.

123 Super workshop. Interesting, informative, and something useful to take back to the classroom.

129 This has been a very successful session. I just wish I could record the exact words of those who have shared their thoughts as well as yours.

Comments to improve individual workshops

In each workshop, participants were asked "What would make this workshop better?" Comments and suggestions to improve workshop sessions clustered into three categories: longer time for some workshop sessions (suggestions for the time needed ranged from three hours to "three months or more"), better preparation for presentations including prescreening, and enough handouts and materials for all the participants. The following is a sample of specific suggestions for some of the workshops. (The number preceding each suggestion is the number assigned to the workshop.)

1 Make the lecture shorter, so that the participants have more time to share their ideas and views about the discussed topic.

2 Explain more strategies.

5 Descriptions or profiles of the Pacific Island student were very useful to me, but the

demonstration geared for primary was not appropriate for me. I think that designating this workshop as directed to either primary, middle school, or secondary would have made it more effective, because the secondary students need to be motivated to synthesize so many skills--reading, writing, analysis--at once.

6 More conversation in Japanese by the presenter. Need to hear the language spoken.

7 This time there wasn't a "program" which PREL has to share with different entities. Maybe next time, after feedback from different entities, PREL should have "something" ready for us to use.

8 More handouts to study from. Due to the fact that time is limited, handouts would be more useful and appropriate.

8 Have a question and answer period to help us understand the most important ideas.

9 More details on the problems students get into before getting into college, and the solutions to the problems.

10 Provide copy of grant proposal.

11 Work with samples of students' work showing various stages of process.

11 Share some ideas for lower grades.

14 The workshop was good, but we don't have the materials in the classrooms.

17 Maybe more cooperative work. I think a lot of the people were just blown away. Fraction Fear.

21 One week or more (longer time) and also go out in the community to do the workshop.

21 More explanation in detail for the topic.

21 This workshop used a lot of terms that can only be understood by the chemists or lab assistants but were very hard for the workshop attendees to understand.

24 Provide more computers for such a workshop like this.

30 The handouts and visual aids are excellent. Presenter had difficulty communicating the content to the class. Not talking loud enough to be heard. Addressing the questions from listeners, or explaining materials--although materials were good and somewhat self-explanatory.

35 It would be better if they bring a bigger screen so all of the participants can see it clearly.

36 Bring more wordless books for the participants.

39 We should have enough time to share our math experiences in school.

43 Perhaps more direct applications and how-to. Need more time for discussions.

44 More class work. Increase class activities, more time.

48 Need more time for group work -- maybe less on introduction.

50 If the presenter used some other techniques rather than lecture only.

50a Need more input from other entities.

51 Provide samples of effective self-study reports.

53 Provide additional personnel to represent other perspectives of the challenges involving FSM students in Guam school system.

53 To communicate with the FSM leaders about the problem. To see how to solve it.

77 Because our customs and traditions are almost disappearing, I recommend that the navigators (teachers) have to put everything in writing for our future children.

82 Demonstration or suggestions of other strategies using whole language.

86 Use materials that are true to the life experiences of the Pacific child.

86 Go on to concrete examples of adapting. Let workshop participants experience how to adapt.

90 Have the list of the references and books typed ahead of time and available for participants. There are a lot of relevant books and references that I could use. However, I don't have the time to sit and write them down.

91 Use more examples of indigenous stories (i.e., don't use same myth that appears on the tape). Find different stories from other areas. Pass out more copies of stories.

96 If the people in the Chuuk Central Office would attend the workshop and adopt what the Central Office people in Palau do.

108 Need more problems (real life problems) to draw connection with math technical concepts.

112 More people in attendance; the simulation needed more people.

120 Make more videotapes available for the schools, so the teachers who could not attend the workshop will be able to watch also.

Many of the comments above mention the activities, the sharing of ideas, and the active involvement of the participants as some of the leading ingredients of the most popular workshops.

There were some suggestions for improvements in the workshops as well. The most frequent dissatisfaction was with the time element. Twenty four percent (24%) of those who made comments said there was not adequate time for the workshop topic or activities. Some of the time constraints were due to the time overruns of the general sessions--particularly workshops in Session 1. Others were due to presenters trying to "pack too much information into too short of a time." One person suggested that workshop information could be broken down into smaller segments.

Participants also want more interaction, group discussion, and activities rather than a lecture format. They particularly asked for workshop handouts, resource information, and materials to help them implement the workshop ideas and skills after they return home.

Several participants wished that the presenter had been better prepared, better organized, or more enthusiastic. A couple were concerned about the cultural relevance of certain presentations.

Conference Evaluation

Conference Ratings

The overall conference evaluation forms were distributed and collected on the final day. Participants were asked to rate appropriateness of the conference to the Pacific region, appropriateness to the work of the participants, conference organization, workshop sessions as a whole, and other aspects from excellent to poor on a 5-point ordinal scale.

Table 10
Conference Ratings
(in percents)

Aspect	5 Excellent	4	3	2	1 Poor
Appropriateness to the Pacific	72	22	6	0	neg
Appropriateness to work	69	24	6	1	neg
Conference organization	66	24	9	neg	neg
Workshop sessions	62	28	7	1	1
Likely to recommend	70	24	4	1	neg
Impact on Pacific	70	22	6	2	0
Meet your expectations	65	25	8	2	neg
Overall quality	69	23	7	neg	neg

n = 199
neg = negligible (less than 1%)

Missing Data 1%

Because only 199 of some 1,210 conference participants responded, these results are from a small sample of the participants. Without additional information, representativeness of the sample cannot be determined. Therefore, these results may not necessarily represent the opinions of all conference participants. But certainly among those who responded, ratings of the conference were very positive.

In evaluating the conference, three aspects were common among the conference evaluation questionnaires over the past three years. Table 11 compares the ratings for the three aspects since 1991.

Table 11
Good to Excellent Categories Comparison
1991 - 1993
(in percents)

Aspect	1991	1992	1993
Organization	89	91	90
Workshop Sessions	91	95	91
Overall	91	95	92

n = 284 (1991)
n = 266 (1992)
n = 199 (1993)

From the 1991 conference results, 89% of the participants rated conference organization from good to excellent (4 and 5). In 1992, 91% rated conference organization as good to excellent (5, 6, and 7). In 1993, 90% rated conference organization as good to excellent (4 and 5). The organization, workshop sessions, and overall ratings were all about the same across the three years. No significant differences were observed.

Suggestions for Conference Improvement

Participants were asked to respond to the question "What would make this conference better?" The majority of the suggested improvements were related to the duration of the conference. Some participants made suggestions about workshop prescreening and handouts.

Selected suggestions on the duration of the conference:

Many conference participants expressed that the conference should be longer than three days. Selected suggestions regarding this issue are as follows:

I think if we extended for at least 1 or 2 weeks.

Increase number of days of classes, so we could gain more knowledge from the professors. This 3 days of workshops is a little short of time for the courses.

Duration of each subject presented was somehow very short. Most presentations I attended were brief and did not meet the core of the main topic. Time should be put into consideration as I find this as an important method of sharing ideas and helping other Pacific Islanders in dealing with children's educational development.

More than one week.

Sessions should be spread out over a longer period (4 days) so more workshops could be attended.

Suggestions on the prescreening of workshops:

The suggestion to prescreen workshops was voiced in a few workshop participant questionnaires and also expressed by the respondents of the conference evaluation forms. Some of the suggestions are presented below.

Ensure quality of presentations.

Some of the presentations were not well organized by the presenters and the content was just so-so. The screening of the presentations with an outline prior to selection as to which presenters would be chosen should help pick the best ones for the conference.

To really screen topics for workshop sessions.

Improve presentations. Need other Pacific islanders to join.

Other suggestions:

Besides suggestions to prolong the conference more than three days and to prescreen the workshop presentations, there were some other concerns. Selected suggestions are as follows:

Have alternative activities in case there will be no session.

Some workshops were cancelled, but we did not know about them. So I spent about 30 minutes in the room with other participants and no presenter came. It would help if there was a note in/on the room.

If there were enough handouts, it would have been better.

It would be better if there are more workshops and these workshops be presented at different

times.

Some sessions could be repeated for those who may still want to attend. Do a presession sign-up and, if a session needs to be repeated due to the demand, then plan on re-offering the session.

Would like to have some kids from all the regions of the Pacific involved in such a conference like this. This will help them to fully understand how important they are for the betterment of their own respective places.

If you could inform the participants of the number of workshops that the conductors are not available for, it would help the participants not to waste their time waiting in the classroom, but look for others to join.

3 hour sessions are too long -- limit to 2 hour maximum. Eliminate morning general sessions to only one so we have more time for workshops.

More people to process registrations.

Dinner programs can be shorter.

Less speeches, more sessions. Food served should be simple to avoid over-burdening hosting entity. Reserve a day for sightseeing.

General Comments

Participants were asked in an open-ended question to make additional comments concerning the conference. Almost all the additional comments were positive ones very similar to most comments voiced in the workshop evaluations, citing the opportunity to share new ideas and experiences. Examples are:

The whole content of this conference is very good and profound

Just to encourage you to continue to help our people of the Pacific. Especially the Chuukese child.

We would like to have it again.

I got a lot of neat ideas.

I had a enjoyable visit to Chuuk. The Chuukese people have been very generous, warm-hearted, and hospitable to all of the PREL delegation.

Wonderful conference! Thanks to all--Chuuk Department of Education, government leaders, and the entire community.

COMMENDATIONS AND RECOMMENDATIONS

Through the tremendous efforts of many people involved, the annual PREL conference is growing both in size and quality. Through annual rotation of the conference site, opportunities for local teachers are maximized. Each year new challenges are met and more is learned about the conference process and the educational profession.

Commendations

The workshop contents provide for a variety of skills training and enrichment experiences. The topics cover educational management skills, specific classroom teaching strategies, student performance assessment methods, issues of curriculum development and school reform, at-risk youth issues, and health-related topics. Impact on Pacific education is maximized and regional and local capacities are increased when participants leave the conference with new ideas and skills that they can, in turn, pass on to teachers, staff, and students in local communities. Many persons indicated they would recommend the new concepts and skills to others in their entities.

The conference provides a unique opportunity to learn new educational concepts, principles, techniques, models, and the latest developments in education research outside the Pacific region. Knowledge of the successes and failures of others enables local teachers and educational leaders to make better informed decisions. On the other hand, firsthand knowledge of the challenges facing Pacific educators helps those participants returning to the mainland U.S. and other countries to better understand Pacific education in particular, and global educational issues in general. Without the conference, opportunities for such unique experiences would be sparse.

Another function of the conference is to create an opportunity for many and varied service providers throughout the region to come together and get to know each other personally in a spirit of cooperation for the benefit of all Pacific children. This surely will help and enhance collaboration not only among regional educators but also with those outside the region.

Recommendations

According to the many comments of conference participants, the conference was very well organized, well coordinated, and provided a multitude of rewarding learning experiences. However, there were several noteworthy suggestions for conference improvements--a fine tuning of a system that is already working well and achieving its primary functions, those of learning, networking, and cultural exchange.

- Workshops of the same content area or similar topics should be spread out across sessions rather than being scheduled at the same time.

- Attendance in the afternoon sessions definitely is lower. This could be a factor in considering the scheduling of long and short sessions.

- General sessions should be shorter. The necessity of general sessions every morning should be examined. A way out might be to conduct general sessions while some workshops are being presented.

- Based on the previous findings, repeats of the more popular topics should be considered.

- Workshop presenters should be strongly advised to prepare their content and presentations so that no rushing and unfinished presentations will occur.

- DOEs and other organizations sponsoring workshops may want to prescreen all potential workshops. There should be a way to encourage this practice.

- Cooperative presentations across entities should be encouraged.

- There should be way to inform interested participants of cancellations or rescheduled workshops.

- An information desk should be set up so that participants have access to whatever information they want regarding the conference schedule, activities, local information, and so forth. A resource center with available literature and guides would be a plus.

Additional Ideas for Future Consideration

- Expanding the number of days for the conference may provide special opportunities for more extensive training components as determined by local needs.

- One participant suggested that students from the Pacific region be involved in the conference to help them to fully understand how important they are for the betterment of their own respective places.

All things considered, the Annual Pacific Educational Conference is an important and worthwhile achievement.

Pacific Region Educational Laboratory

Conference Evaluation
10th Annual Pacific Educational Conference, 1993
Chuuk, Federated States of Micronesia

To improve next year's conference, we need your opinions and suggestions.

About You

Which entity do you come from?

- ☐ 1. American Samoa
- ☐ 2. Chuuk
- ☐ 3. CNMI
- ☐ 4. Guam
- ☐ 5. Hawaii
- ☐ 6. Kosrae
- ☐ 7. Mainland (US)
- ☐ 8. Marshall Islands
- ☐ 9. Palau
- ☐ 10. Pohnpei
- ☐ 11. Yap
- ☐ 12. Other (Specify): _____

Your professional role (Check one)

- ☐ 1. Teacher (Elementary)
- ☐ 2. Teacher (Secondary)
- ☐ 3. Principal/Assistant Principal
- ☐ 4. Curriculum Specialist
- ☐ 5. District/Central Administrator
- ☐ 6. Resource Teacher
- ☐ 7. Higher Education
- ☐ 8. Other (Specify): _____

Please evaluate this conference by circling the number that best describes your response to the question.

How appropriate was this conference for the betterment of Pacific children's education?

Very appropriate 5 4 3 2 1 Not at all

How appropriate were the ideas/content of this conference to your work?

Very appropriate 5 4 3 2 1 Not at all

How do you feel about the organization of this conference?

Excellent 5 4 3 2 1 Poor

How do you feel about the workshop sessions in this conference?

Excellent 5 4 3 2 1 Poor

How likely are you to recommend the ideas from this conference to others?

Very likely 5 4 3 2 1 Very unlikely

What impact will this conference have on the betterment of Pacific children's education?

High impact 5 4 3 2 1 No impact

Did this conference meet your expectations?

Very much 5 4 3 2 1 Not at all

How do you feel about the overall quality of this conference?

Excellent 5 4 3 2 1 Poor

(Please turn over)

What would make this conference better?

Additional comments:

Pacific Region Educational Laboratory

Workshop Participant Questionnaire
10th Annual Pacific Educational Conference, 1993
Chuuk, Federated States of Micronesia

Workshop Number: _____

Workshop Title: _____

Workshop Presenter: _____
(Last) (First) (MI)

About you

Which entity do you come from?

- ☐ 1. American Samoa
- ☐ 2. Chuuk
- ☐ 3. CNMI
- ☐ 4. Guam
- ☐ 5. Hawaii
- ☐ 6. Kosrae
- ☐ 7. Mainland (US)
- ☐ 8. Marshall Islands
- ☐ 9. Palau
- ☐ 10. Pohnpei
- ☐ 11. Yap
- ☐ 12. Other (Specify): _____

Your professional role (Check one)

- ☐ 1. Teacher (Elementary)
- ☐ 2. Teacher (Secondary)
- ☐ 3. Principal/Assistant Principal
- ☐ 4. Curriculum Specialist
- ☐ 5. District/Central Administrator
- ☐ 6. Resource Teacher
- ☐ 7. Higher Education
- ☐ 8. Other (Specify): _____

Please evaluate this workshop by circling the number that best describes your response to the question.

How appropriate was the content of this workshop for the betterment of Pacific children's education?

Very appropriate 5 4 3 2 1 Not at all

How appropriate was the content of this workshop to your work?

Very appropriate 5 4 3 2 1 Not at all

How adequate was the content coverage in this workshop?

Very adequate 5 4 3 2 1 Not at all

How useful are the ideas and content of this workshop in your work?

Very useful 5 4 3 2 1 Not at all

How likely are you to recommend the ideas of this workshop to others?

Very likely 5 4 3 2 1 Very unlikely

What impact will the content of this workshop have on the betterment of Pacific children's education?

High impact 5 4 3 2 1 No impact

Did this workshop meet your expectations?

Very much 5 4 3 2 1 Not at all

How do you feel about the overall quality of this workshop?

Excellent 5 4 3 2 1 Poor

(Please turn over)

What would make this workshop better?

Additional comments:

Workshop Presenter Questionnaire

10th ANNUAL PACIFIC EDUCATIONAL CONFERENCE, 1993

CHUUK, FEDERATED STATES OF MICRONESIA

Workshop Number:
Title:
Presenter:

Time:
Room:

Your professional role (Check one)

- ☐ 1. Teacher (Elementary)
- ☐ 2. Teacher (Secondary)
- ☐ 3. Principal/Assistant Principal
- ☐ 4. Curriculum Specialist
- ☐ 5. District/Central Administrator
- ☐ 6. Resource Teacher
- ☐ 7. Other (Specify):_____

Which of the following describes the content of your workshop?

- ☐ 1. Assessment
- ☐ 2. Classroom Management/Teaching Strategies
- ☐ 3. Health/Drugs
- ☐ 4. Language Arts
- ☐ 5. Mathematics
- ☐ 6. School Improvement
- ☐ 7. Science
- ☐ 8. Student Factors (At-risk, Gifted, Early Childhood, etc.)
- ☐ 9. Teacher Training/Certification
- ☐ 10. Vocational Education
- ☐ 11. Other (specify) _____

Which of the following is the direct target group for your presentation?

- ☐ 1. Teacher (Elementary)
- ☐ 2. Teacher (Secondary)
- ☐ 3. Principal/Assistant Principal
- ☐ 4. Curriculum Specialist
- ☐ 5. District/Central Administrator
- ☐ 6. Resource Teacher
- ☐ 7. Other (Specify):_____

At which Pacific Educational Conference(s) have you presented workshop(s) before? (Mark any that apply)

- ☐ 1. 1992: American Samoa
- ☐ 2. 1991: Marshall Islands
- ☐ 3. 1990: Hawaii
- ☐ 4. 1989: Palau
- ☐ 5. 1988: Guam
- ☐ 6. 1987: Pohnpei, FSM
- ☐ 7. 1986: American Samoa
- ☐ 8. 1985: CNMI
- ☐ 9. 1984: Guam
- ☐ 10. Have not presented before

Did you come to this conference:

- ☐ 1. at your own expense?
- ☐ 2. sponsored by a Department of Education?
- ☐ 3. sponsored by an organization?
- ☐ 4. Other:_____

If you are sponsored, was your presentation pre-screened back home?

☐ 1. Yes ☐ 2. No

Was the equipment you requested provided?

☐ 1. Yes ☐ 2. No

How many people attended this workshop? _____

To what degree are you satisfied with the delivery of your presentation?

Highly satisfied — Unsatisfied

5 4 3 2 1

To what degree are you satisfied with the setting of your presentation?

Highly satisfied — Unsatisfied

5 4 3 2 1

How do you feel about the overall quality of this workshop?

Excellent — Poor

5 4 3 2 1

What would make this workshop better?_____

_____

_____

Additional Suggestions and Comments:_____

_____

_____

THANK YOU